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A DISTANCE LEARNING CENTRE

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ELA 1105

ENGLISH 10-1

Unit 4 Finding Possibilities

Response Booklet 4 (September 2002)

FOR STUDENT USE ONLY

(If label is missing or incorrect)

Date Submitted:

File Number:

Time Spent on Unit:

Unit Number:

FOR ADLC USE ONLY

Batch Number:

Assigned To:

Graded By:

Grading:

Date Unit Received:

Student's Questions and Comments

Apply Label Here

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Please verify that preprinted label is for
correct course and unit.

Teacher's Comments:

Teacher

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover completed and the correct course label attached?

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Send all letters in a separate envelope.

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English 10-1

Response Booklet 4

Advice:

Your marks on this unit will be determined by your success on the assignments in this booklet. Your answers indicate of your understanding of the course.

- Before attempting to answer the assigned questions, please be sure you have read all the relevant directions and instructions in the course materials.
- Proceed **slowly** and **carefully** through the assignments.
- If you encounter difficulties, review the instructions pertaining to the particular section.
- If you are still having problems, please contact the course teacher at the Alberta Distance Learning Centre for assistance.
- The marks possible for each individual exercise is indicated.
- Good luck in your studies!

Warning:

- Failure to complete all questions and/or poor responses due to obvious lack of effort may result in your teacher returning the Response Booklet marked “incomplete”. No grading will be awarded until such exercises are completed to the teacher’s satisfaction.
- Discussing various aspects of the course with others is encouraged, but all work submitted should be your own.
- **If the final exam score is vastly different from the assignment scores, the teacher has the discretion to assign a final mark based solely on the examination results.**

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Everyone at the Alberta Distance Learning Centre is committed to helping you achieve your educational goals. We happily assist students who are sincere in their desire to learn. We may be reached by phone, fax, e-mail, voice mail, postal mail, or in person.

Any journey consists of single steps; you have taken another by enrolling in this course. We want to help you successfully reach your destination.

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The address is as follows:

<http://www.adlc.ca>

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**You must ensure that all required materials are submitted.
No marks can be given for incomplete or missing work.**

Materials		Is It Here?	Points Possible	Points Received
1. ADLC Cover				
2. Section 1: Poet's Dreams			15	
3. Section 2: Leader's Dreams			40	
4. Section 4: Research			20	
5. Section 5A: <i>Mockingbird</i> : Introduction	Section 5B: <i>Waiting</i> : Introduction		5	
6. Section 6A: <i>Mockingbird</i> : Part One	Section 6B: <i>Waiting</i> : Part One		30	
7. Section 7A: <i>Mockingbird</i> : Part Two	Section 7B: <i>Waiting</i> : Part Two		25	
8. Section 8: Book Review			Omit	
9. Section 9: Critical Response			25	
10. Final Assignment: Structure of English			10	
11. Vocabulary Log			5	
13. <i>Creative Collection</i> Units 2, 3, 4			25	
TOTAL			200	
			/2=100	%

Student's Declaration

I certify that I have included all materials required for marking.

(Date)

(Student's Signature)

Unit 4: Finding Possibilities in the Novel

Section 1: Finding Possibilities in a Poet’s Dreams

Poem: “Dreams” by Langston Hughes

1. Suggest at least two possibilities of persona and audience within this poem. Defend your choices with specific clues (details) within the poem.

2. Hughes’ metaphors are essential to his meaning. Identify the components of three metaphors:

Concept 1 is compared to Concept 2	
1	2
Dreams	
Life (first comparison)	
Life (second comparison)	

3. Delete

Section 2: Finding Possibilities in a Leader's Dreams

"I Have a Dream" by Martin Luther King, Jr.

5

1. Check the brief biography of Dr. King at the back of *SightLines* to learn more about Dr. King. What information about Dr. King is significant to your understanding of this speech?

5

2. Choose two examples of repetition in this speech and explain in how they add power to the speech.

3. To what extent would Dr. King and Langston Hughes agree on the significance of dreams? Thoroughly explain your response in a well-constructed paragraph.

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Your “I have a Dream” Speech

Preliminary Planning:

Topic	<i>I have a dream of ...</i>
Purpose	<i>I intend to inform and convince my audience of ...</i>
Audience	
Information Needed	
Opener	
Closing	

Your Speech

You are to produce your plan and your speech before you record it. It should be designed with care, just as you would plan and write an essay. Remember to enclose your recording with this unit.

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Delivering a Speech:

Determine and send the best recording for evaluation.

Evaluating the Speech

Plan, Composition, Delivery of Speech	Possible	Received
<i>The student ...</i>		
Content (plan and composition)		
<ul style="list-style-type: none"> • invites attention at the beginning • expresses insightful ideas • develops ideas clearly • clarifies support precisely • ends emphatically 	10	
Writing Skills		
<ul style="list-style-type: none"> • controls sentences and structures deliberately • presents thoughts fluently • controls diction precisely 	5	
Oral Delivery:		
<ul style="list-style-type: none"> • pronounces words accurately • controls speed and pacing to convey emotion effectively • controls volume, pitch, and breathing 	10	
Total	25	
<i>The strongest features of my speech are ...</i>		

Section 4: Research Project

Know - Want - Learn Chart		
General Topic:		Specific Topic:
What I know	What I want to know	Resources I can check

Personal Response 1 - Delete

Research Outline

1. Title Page

2. Plan

a. Thesis

b. Developmental Paragraph 1

c. Developmental Paragraph 2

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Research Plan		Received
<i>The student ...</i>		
3-5	Proficient <ul style="list-style-type: none"> states ideas clearly in thesis and topic sentences provides precise supporting details documents sources thoroughly 	
0-2	Limited <ul style="list-style-type: none"> provides weak thesis and topic sentences provides insufficient details documents sources inadequately 	
Total		/20

Studying the Novel

Complete only **ONE** set of Section 5, 6, and 7 assignments.

Printed with edging of this background texture...

- **Section 5A:** *To Kill a Mockingbird*, Introduction
- **Section 6A:** *To Kill a Mockingbird*, Part One
- **Section 7A:** *To Kill a Mockingbird*, Part Two

OR

Printed with edging of this background texture...

- **Section 5B:** *Waiting for the Rain*, Introduction
- **Section 6B:** *Waiting for the Rain*, Part One
- **Section 7B:** *Waiting for the Rain*, Part Two

Section 5A: *To Kill a Mockingbird*, Introduction

Personal Response 2

I know ...	I want to know ..., but I can learn this later!

Section 6A: *To Kill a Mockingbird*: Part One

Characters

10

1. As you read Part One, complete the following chart to summarize your perceptions of various characters in Part One of the novel.

Name	Traits	Explanation and/or Description
Scout	<ul style="list-style-type: none">- intelligent- knowledgeable-	<ul style="list-style-type: none">- able to read before attending school- well aware of history and current events through her father's reading
Jem		
Atticus		

Name	Explanation and/or Description	Traits
Dill		
Calpurnia		
Mrs. Dubose		
_____ (Choose another.)		

Conflict

5

2. Summarize the conflicts of Part One by organizing your perception of them in the following chart.

Man versus man

Man versus environment

Man versus himself

5

-
- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Symbols

5

4. Complete the chart to connect symbols and meanings. You may need to return to this chart later because the symbols ‘grow’ in meaning and importance as the story is told. Add at least one more symbol as you read.

Content	Symbol	Meaning
"Some tinfoil was sticking in a knot-hole just above my eye level." (p. 33)	<i>simple gift</i>	- <i>attempt to communicate</i> - <i>desire for acceptance</i>
"... it's a sin to kill a mockingbird" (p. 90)	mockingbird	-
Atticus brought camellia buds into the house to confront Jem, and later, camellia flowers were sent to Jem by Mrs. Dubose	<i>buds and flowers</i>	-

5

Personal Response 3

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Theme and Motif Assignments

1. Choose a motif and trace its use through the story. (This could be a sequential list of all the references, page numbers included.) Then, write a composition explaining the author's use of that motif to unify the events and ideas of the novel.

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5

-
- This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

(Continued...)

3. The dramatic end of the novel is a 'stand-off' between Tate and Atticus. The truth in this case would punish someone who is essentially good and completely vulnerable. In your supported opinion, is Atticus' compromise justified?

(Continued...)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

4. In the form of lists or the following chart, summarize your perception of the main characters' traits by providing detailed support from the novel.

Name	Traits	Explanation and/or Description
Scout		
Jem		
Atticus		

Personal Response 4 - delete

Section 5B: *Waiting for the Rain* by Sheila Gordon

Personal Response 2

Know-Want-Learn chart regarding South Africa.

I know ...	I want to know ..., but I can learn this later!

Section 6B: *Waiting for the Rain, Part One*

5

1. Match the descriptions with the characters from the novel.

Description	Name of Character
a. ... had already lost two children through sickness, and Tengo and Tandi were all she had now to take care of her when she grew old.	
b. ... he was thin after his illness, quieter, as if his mind were elsewhere	
c. He liked being busy, felt cramped and restless at the scarred inky wooden desk.	
d. ... she seldom came to the farm.	
e. Questions came all day into his mind, and there was no way of answering them.	
f. He was tall and thin and wiry but stooped now with age.	
g. ... she would go and sit by the roadside with them on Sunday afternoons and passing motorists would stop and buy them from her.	
h. "I'm sorry for your trouble, ... but I don't want any more china smashed."	
i. His rough strong hands were covered in blood as he deftly cut the meat into even strips.	
j. [He] always took his midday meal at the farmhouse.	

Symbols

5

1. Complete the chart for Chapters 1 and 2 to connect symbols and meanings. You may need to return to this chart or add more symbols as they 'grow' in meaning and importance in the story.

Content	Symbol	Meaning
"But first, [Frikkie] would run around ... to make sure that nothing had changed." (p. 1)	<i>inspection tour</i>	<i>Whites had no desire to change their level of control of property, production, and wealth. They wanted to maintain control and exisiting relationships.</i>
"[Frikkie] ... came to a gate, ... closing it securely behind him." (p. 8)	closing of gate	
"Frikkie wished someone would throw ... [the barking dog] a scrap to quiet it." (p. 8)	<i>scraps (to dog)</i>	
"[Tengo] ... held up a small cow he had modeled out of clay." (p. 10)	<i>clay figures</i>	
"The dog had run off at Frikkie's approach, but it was barking ... as if it expected nothing." (p. 11)	<i>expectation of nothing (reaction of dog)</i>	
"[Sannie] ... took the bread and tea out to Tengo who was bouncing a ball in the yard." (p. 13)	<i>gesture indicating separation of classes in society</i>	
"You've got a white moustache." ... "Now you've got a white moustache." (p. 15)	<i>milk moustaches</i>	

5

-
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4. Complete the following chart to summarize your perception of the various characters in Part One of the novel.

Name	Traits	Explanation and/or Description
Frikkie	- <i>traditional</i> -	- <i>very excited about living on the farm and someday operating it</i> -
Tengo	- <i>curious</i> -	- <i>"wanted to know about many things that puzzled him" (p. 17)</i>
Joseph		

Name	Explanation and/or Description	Traits
Oom Koos		
Tant Sannie		
<hr/> (Choose another.)		

Conflict

5

5. How is Tengen's struggle against the ways of his society shown? How does this conflict affect Tengen? Explain carefully in paragraph form.

[illegible]

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Section 7B: *Waiting for the Rain*, Part Two

Theme and Motif Assignments

10

1. Choose a motif other than the clay figures. Trace its use through the story in a chart similar to that of the clay figures or in some other form. Then, write a composition explaining the author's use of that motif to unify the events and ideas.

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2. How does your choice of motif (symbol) contribute to your awareness of the character traits of Tengo or Frikkie? Explain carefully, providing support.

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Character

5

3. Explain the choices available to Tengo at the end of the novel. What are the advantages and disadvantages of each? What choice would you make if you were in his situation?

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4. Complete the following chart to summarize your perception of the main characters in Part Two of the novel.

Name	Traits	Explanation and/or Description
Frikkie		
Tengo		

Personal Response 4 - delete

Section 8: Culminating Assignment - Delete

Value
25

Section 9: Culminating Assignment: Your Critical Response

You were introduced to some key concepts earlier in the study of your choice of novel.

For this assignment choose one of those concepts for an effective essay.

<i>To Kill a Mockingbird</i>	<i>Waiting for the Rain</i>
Unit 4 Booklet, p. 37	Unit 4 Booklet, p. 53
<ul style="list-style-type: none">• setting and character• innocence• wisdom• racism	<ul style="list-style-type: none">• setting and character• maturation• racism• justice

What idea does the novel suggest about the concept you have chosen?

Use the following question to guide your planning of an essay.

1. Begin the plan of your critical response by completing the following chart.
(Review Unit 3, if necessary.)

Order of developmental paragraphs	Aspect of Thesis	Critical Element/Technique of Literature Selection

2. Complete the “Idea Diagram” that follows to ensure that you will construct your best essay. Follow the procedure on pages 64-65 of Unit 4 Booklet.

Expectations for Critical Response

Thought and Detail <i>The student...</i>	Organization <i>The student...</i>	Matters of Choice <i>The student...</i>	Matters of Correctness <i>The student...</i>
5 Excellent <ul style="list-style-type: none"> shows perceptive and insightful interpretation of ideas uses precise supporting details 	5 Excellent <ul style="list-style-type: none"> introduces composition invitingly explicitly develops thesis concludes excellently 	5 Excellent <ul style="list-style-type: none"> uses skillful and fluent structures chooses precise and controlled diction shows impressive stylistic choices 	5 Excellent <ul style="list-style-type: none"> controls writing in impressive error-free work communicates with precision and control
4 Proficient <ul style="list-style-type: none"> shows sensible and thoughtful interpretation of ideas uses appropriate supporting details 	4 Proficient <ul style="list-style-type: none"> introduces composition directly develops thesis coherently concludes effectively 	4 Proficient <ul style="list-style-type: none"> uses competent and fluent structures uses specific and often controlled diction shows competent stylistic choices 	4 Proficient <ul style="list-style-type: none"> produces competent writing with some minor errors communicates clearly and invitingly
3 Satisfactory <ul style="list-style-type: none"> shows relevant and adequate interpretation of ideas uses predictable supporting details 	3 Satisfactory <ul style="list-style-type: none"> provides general introduction develops thesis mechanically concludes functionally 	3 Satisfactory <ul style="list-style-type: none"> uses conventional and simple structures uses adequate but general diction shows few stylistic choices 	3 Satisfactory <ul style="list-style-type: none"> produces basic writing despite errors communicates clearly
2 Limited <ul style="list-style-type: none"> develops ideas superficially or weakly uses vague and/or repetitive supporting details 	2 Limited <ul style="list-style-type: none"> uses weak introduction states/develops ineffective thesis concludes inadequately 	2 Limited <ul style="list-style-type: none"> uses inadequate and simplistic structures uses imprecise or inappropriate diction shows inadequate stylistic choices 	2 Limited <ul style="list-style-type: none"> shows faltering control of writing with many errors blurs communication by frequent errors
1 Poor <ul style="list-style-type: none"> shows inadequate ideas generally unsupported or irrelevant 	1 Poor <ul style="list-style-type: none"> provides unrelated introduction uses unclear thesis, if any uses inadequate conclusion, if any 	1 Poor <ul style="list-style-type: none"> uses inadequate and/or confusing structures uses inaccurate controlled diction shows few stylistic choices in unclear writing 	1 Poor <ul style="list-style-type: none"> lacks control of writing impairs communication

My Self-evaluation:

I think one strong feature in this composition is ...

One feature in this composition I would like to improve is ...

Critical Essay	Possible	Received
Thought & Detail	10	
Organization	5	
Matters of Choice	5	
Matters of Correctness	5	
Total	25	

Idea Diagram		Topic:
Thesis:		
Sub-topic:	Sub-topic:	Sub-topic:
Details:	Details:	Details:
Topic Sentence:	Topic Sentence:	Topic Sentence:
Conclusion:		

Critical Response

Selected concept: _____

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Final Section: The Structure of English

What is a sentence?

In the following sentences, underline the simple **subjects** once and **verbs** twice. The first one is done for you. The number of subject-verb pairs is shown for each sentence. The exercise will be scored by subtracting 1 mark for each error.

The paramedic ~~put~~ his bag in the ambulance in preparation for the next emergency. However, the camera crew and the mechanics, electricians, and technicians ~~were blocked~~ from their tasks.

1. I ~~have doubted~~ his sincerity since he ~~asked~~ me for a letter that ~~would review~~ his performance at his job. (3 pairs)
2. After the recent tornadoes in Alberta, John thinks he should study meteorology, but he is uncertain of the qualifications required at the university. (3 pairs)
3. The Grand Chief of Canadian aboriginal peoples hopes to achieve greater recognition for his people as significant members of Canadian society. (1 pair)
4. When I went to rehearsal last week, I was embarrassed when the conductor asked, "Have you been able to practice your part in that composition by Vivaldi that I mentioned to you in June?" (5 pairs)

Write two sentences with more than one subject-verb pair in each. Underline subjects with one line and verbs with two lines.

- list new words and their definitions
- list words that are more precise than your usual choices

Expectations of Vocabulary Log		Received
<i>The student...</i>		
5 Excellent	<ul style="list-style-type: none"> • shows effort and concern for expanding vocabulary • shows effort to improve precision 	
4 Proficient	<ul style="list-style-type: none"> • shows awareness of need to extend vocabulary • shows some effort to improve precision 	
3 Satisfactory	<ul style="list-style-type: none"> • shows minimal concern for expanding vocabulary • shows some desire to improve precision 	
0 Insufficient	<ul style="list-style-type: none"> • shows insufficient interest in improvement 	

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Lined writing area with 25 horizontal lines.

Creative Collection

Attach creative pieces from **Units 2, 3, and 4** to this Response Booklet.

1. Unit 2 *Finding Myself*

- **Creative Collection from Poetry - p. 10**
 - two poems with explanations
- **Creative Collection from Non-fiction - p. 21**
 - newspaper column or magazine article
- **Creative Collection from Fiction - p. 36**
 - anecdote and *What's the point?*

2. Unit 3 *Finding Possibilities*

- **Creative Collection from Poetry - p. 9**
 - two poems with explanations
- **Creative Collection from Drama 9. 48**
 - one item of choice

3. Unit 4 *Finding Possibilities*

- **Creative Collection from "Dreams" - p. 5**
- **Creative Collection from "I have a Dream" - p. 11**
- **Creative Collection from Novel, Part One - p. 35 or p. 51**
 - one item of choice
- **Creative Collection from Novel, Part Two - p. 42 or p. 58**
 - one item of choice

Creative Collection	Possible	Received
Number of Entries	10	
Originality and Creativity	15	
Total	25	

My self-evaluation:

The most enjoyable feature of my Creative Collection was ...

Remember Supplementary Exercises

In Unit 1 of English 10-1, *Supplementary Exercises* are promised for Units 1 to 7.

The marker has the challenge of deciding upon supplementary exercises to assist development of your language skills. You may assist your marker with some suggestions, if you wish.

Your marker will attach a supplementary exercise to the Response Booklet.

To be significantly useful, each supplementary exercise should be completed when you receive each marked unit.

Remember that Unit 9 requires submission of all supplementary exercises.

End of Response Booklet 4

